



## FOR THE YEAR ENDING 30<sup>TH</sup> JUNE, 2016

### MEMBERS OF SCOTCH COLLEGE COUNCIL

Moderator, as visitor:	Rev. Steve Francis
Chair:	Mr Digby Stretch
Deputy Chair:	Mrs Heather Warner
Members:	Mrs Saschelle Blake Mr Terry Bowen Prof Alec Cameron (retired 15/06/2016) Dr Peter Ebell (retired 31/12/2015) Mr John Flecker (commenced 01/01/2016) Mr Philip Idle Mr Rick Morrell (retired 15/09/2015) Mr Alan Murray (commenced 01/01/2016) Mr Mark Paganin Mr Jeremy Shervington (retired 31/12/2015) Mr Mike Snell (retired 31/12/2015) Rev. Margaret Tyrer (commenced 01/01/2016)
Nominees of Old Scotch Collegians:	Mr Murray McGill Mr Greg Ledger (commenced 01/01/2016)
Life Members and Life Governors:	Mr Gavin Bunning Hon. GM (Max) Evans Mr Robert D Keall The Hon. N (Neil) W McKerracher Mr C.A. (Sandy) MacKellar

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## REPORT FROM SCOTCH COLLEGE COUNCIL

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### 1. PART A:

The Uniting Church's National Education Charter, formulated in 2002, remains as a guide to what we aspire to achieve at Scotch College. As articulated in page 1 of the Charter 'Education is at the heart of the Church's self-understanding. The Church's mission is to learn and then to teach – and the Charter reflects the Church's historic and on going commitments to education in all areas of life.' As recognised by the Church, The National Education Charter is based upon gospel values and principles of education as they are expressed in the best of current practices in educational institutions. These overriding principles are:

1. A theology of education
2. A commitment to lifelong learning
3. Recognition of our rights and responsibilities
4. Access to equitable and quality education
5. Valuing diversity of educational expression
6. Valuing teaching and research
7. The importance of families in education
8. Provision of pastoral care and chaplaincy

Our 2016 report is framed within the context of the College's current strategic pillars and the major focus for the College since the last Synod. The key pillars are teaching and learning, spirituality and growth and community and alliances.

Notwithstanding the work that has been undertaken within these pillars and recorded below, there were four other major projects this year that the College and Council have worked through. These are:

**1.1** The development of the College's new strategic plan entitled a 2020 vision for Scotch. This work commenced at a retreat held on 24 September 2015. The new plan has added a further pillar that will be reported on next year. Implementation of the new plan is now underway.

**1.2** In September 2015 the College was visited by officers of the Department of Educational Services as part of the re-registration process for schools. As well as being given approval to extend our enrolment profile to include kindergarten and pre-primary, the College was also reregistered until December 2020. Five years is the maximum possible registration term given to schools, which is a great outcome for the College.

The following extract is taken from the report received by the College from the Minister:

*Scotch College has demonstrated through this Renewal of Registration process that it provides an educational environment in which boys are supported to succeed academically, socially and to become valuable citizens of the future. The College Council is well led and consists of engaged and skilled persons who are working diligently to not only maintain the high standards of the College but also set it on a sustainable course into the future. The Principal, Leadership team and staff provide a high quality education for the students in a culture that fosters team participation but also values the individual and encourages excellence. The College is commended for the high quality of documentation submitted for evidence for the Renewal of Registration process.*

**1.3** As part of the College's expansion to include the early learning years, it has been working with the Town of Claremont for over 12 months to secure an approved Scotch Traffic Management Plan. At the time of writing this report, the final copy of this plan has been submitted for approval and implementation. The new Early Learning Centre is currently under construction working towards a 17 September 2016 completion date.

**1.4** Master planning is always a significant role of any college. The Council established a Capital Master Plan Committee and this group has finished reviewing the needs of the College moving forward. The next major build required is a new classroom block on the Senior School, which will continue on from the success of the Middle School building that opened three years ago. This facility will not only provide modern and progressive teaching spaces, but it will also allow for the removal of outdated classrooms to make way for more open space on the Senior School campus. The master plan is factored into the College's five-year financial plan.



## 2. PART B:

### 2.1 Teaching and Learning

The College is a three programme International Baccalaureate (IB) school. The College operates three sub-schools, Junior School (Years PP-5), Middle School (Years 6-8) and Senior School (Years 9-12). We also teach the WA and Australian Curriculum across PP-12 and offer both the WACE and the IB Diploma at Years 11 and 12.

#### Initiatives Completed

- New Year 11 WACE courses taught for the first time
- Three new Year 12 subjects – Global Politics (IB), Business Management (IB), Food Technologies (WACE General)
- Investigated options to introduce Certificate Two in Music, Food Technology
- Brinsden model of teacher professional development for Junior School and Middle School
- First time Year 8s graduate from Middle School and enter Senior School as Year 9s
- Launch of the Early Learning Centre
- IB Diploma Leavers 2017 – 38 students  
IB Diploma Leavers 2018 – 27 students
- Re-registration of the College completed with no recommendations in Section 2 (Student Learning) or Section 3 (Curriculum)
- New Course Information site

#### New Initiatives

- Amplify – Case for Clarity in Teaching and Learning
- Re-designed Learning Spaces (Commerce Department, completed 2016)
- Teaching and Learning Building – proposed 2018
- Curtin University Partnership (STEM Curriculum Development)
- IB Diploma subject Credit arrangement (UWA and Curtin)
- Brinsden Professional in Middle and Junior School
- IB Workshop provider (six Workshops completed to 150 teachers)
- Strategic Planning with Curriculum Leaders
- Engagement strategies Action Research in Senior School
- Preparation for Self-Study for IB evaluation 2018

- Annual Appeal Fab Lab
- Expand Food Technology through to Year 12
- Thinking Skills course now in its second year (Year 9 & 10)
- 1:1 Counselling of Year 12 boys using an ATAR predictor
- Stanford University two week residential school
- Approaches to learning project commenced
- 1st place Perth Philisothon
- 2nd place Australian Philisothon
- 2nd Year 9 Da Vinci Decathlon
- Hosted Perth round of the World Scholar's Cup, placing 1st and 2nd in 11-14 years age division
- Diploma student accepted into Oxford University
- Won Australian round of Ethics Olympiad
- Robotics and Mathematics extension programmes in Junior School.

#### Pastoral

- Keys House has commenced being a day house in Year 9
- Whole school pastoral care review chaired by Peter Burt compiled and recommendations presented
- First Year 9 intake into the Senior School this year
- Wellbeing lessons in second year of delivery (Year 9 & 10)
- Creation of a new K-12 role for a Director of Wellbeing

### 2.2 Spirituality and Growth

The College's commitment to Chaplaincy is at the core of this pillar. The College has a 1.4 FTE staff allocation that includes the presence of two chaplains, Rev Chas Lewis and Rev Anne Wright. While the Chaplains have their specific sub-school focus, they both work across the whole College. Our Chaplains offer chapels for staff and students, pastoral support for students, staff and families, (including members of the Old Scotch Collegians), and support for staff with the integration of theology when relevant to particular course and classes.

This year the programme of worship has continued through all three sub-schools and the new Pre-Primary. All boys are in Chapel at least one per week with major Christian liturgical events being celebrated throughout the year. A new electronic

organ has been purchased and installed in the chapel. Pastoral Care has been provided to students and families, including marriages for Old Scotch Collegians, baptisms for their children who are enrolled to attend Scotch and funerals for Old Scotch Collegians.

Our senior chaplain meets with the School Psychologists as their 'line manager' to support them in the work they do and Chaplains meet to consider support for students having difficulties in the sub-schools. Currently there are 33 Indigenous students from around the state and a variety of language groups. Seven Indigenous students completed Year 12 in 2015. Boys each receive academic mentoring from Old Boys. This year, with the establishment of Keys House as a 'day house', boarding boys will be increasingly spread over all houses which will enable a greater mix for boys to share culture and experiences.

The major challenge is maintaining a spirituality that is well grounded in Christianity and the Uniting Church in Australia but also show a healthy acceptance of other Religious affiliations of some students.

Another major component of spirituality and growth continues to be our service programme. In conjunction with our role as a Round Square school this ensures our boys experience lived faith and spirituality. The aim/purpose of the service-learning programme is to provide a framework for boys to learn about diversity, disadvantage and the role of civil society in making a difference. It is also about providing opportunities for boys to lead and to feel positive about their contribution to society. Within a teaching and learning context it is important to try to connect service to curriculum and turn it into action. Scotch College has a number of service partners, many with whom we have had a long association such as Uniting Care West, Rocky Bay and the Disabled Surfers Association.

Service is about connecting our boys with different groups; the elderly, the homeless, the disabled and working long-term to provide a good outcome for the clients, the agency, the College and the students.

We have recently employed Young Australian of the Year 2013, Akram Azimi, to work part-time with our boys. Akram received the award in recognition of his dedication to social justice, both locally and internationally and is an inspirational

mentor to the boys. He leads the boys in direct-action advocacy.

Thirty-seven boys received Colours for Community and Service this year. A Colour is not an easy award to achieve and this highlights just how high the level of commitment is to the service programme.

As a Round Square (RS) school, we need to raise the profile of RS within our own community. Currently, Scotch is a Regional member of the organisation but an opportunity to become a Global Round Square school will arise in the next 12 months. Fourteen Year 10 Scotch boys took part in the Round Square Exchange programme during 2015 and spent time in Denmark, India, USA, South Africa, Germany, Switzerland, Austria, Canada and Peru. These exchanges proved very rewarding for those boys who participated. Scotch then hosted boys from those countries. Year 8 boys took part in a Regional Round Square conference in Westminster School, Adelaide. Year 11 boys participated in the Global Round Square conference in Singapore. Scotch hosted a Round Square conference for 12-14 year old students in April 2016. The theme was 'Life on the Edge' and proved to be a huge success.

Work in Matipwili village in rural Tanzania continues. Scotch, along with PLC, has worked for over 10 years in the village renovating classrooms, building a library and resource centre. The current project is building a Trade Training Centre - requested by the village committee and designed in collaboration with them by CEFPI architects from Perth and Adelaide. The joint Scotch/PLC/CEFPI project was granted \$30,000 Direct Aid Funding from the Australian Federal Government. The Scotch/PLC student trip returned in the 2016 mid-year break and worked towards finishing the physical build with the goal of an official opening by the Australian High Commissioner in July.

### **2.3 Community and Alliances**

The College continues to increase its focus on working with our current parent body and the Old Scotch Collegians. An ongoing challenge within this pillar is to ensure that the messages we continue to articulate to all past, current and future families are clear and understood by all. Our newly aligned strategy aims to effectively and consistently reach and engage with audiences to reinforce "Why Scotch?" With the uncertainty and associated risks in the WA economy resulting in fluctuating enrolment numbers, it has become more vital than

ever to clearly communicate the benefits of a Scotch education. There is also a growing need for a greater social media presence to be incorporated into the School's marketing activity. Social Strategy in a nutshell:

Facebook - engage LinkedIn - inform Instagram

- inspire Twitter - amplify

Four initiatives have been undertaken to best position the College and communicate its offer and brand; Brand Strategy and Pedagogy, Brand Creative Concept Development, Communication Campaign, and Communication Channels.

Workshops were conducted with the Headmaster and key staff, including one-on-one interviews with the Heads of the three Schools and Director of Teaching & Learning, to fully understand the College's brand and find the "clear space" in its competitive environment.

Working with the College's advertising agency we have identified some key focus areas:

- Present and future learning challenges
- The philosophy and structure that underpins the College
- The College's 'Brand Bullseye: Proposition and Essence'
- Target market information and insights via prospective parent surveys
- Current competitive environment
- Current Challenges and Opportunities
- Strategic Recommendations: simplify and unify communications

Enrolment focus will continue to work on the critical areas of Kindy and Pre-Primary/Junior School (Years 1 & 2)/Years 6 & 7/Residential Life/IB Diploma.

Critically, we have identified the developmental needs of each age group/sub-school, providing information from which to develop meaningful and informed communications based on 'Knowing the Boy'. With the proposition "Through tradition and leadership in education, Scotch prepares boys with a deep understanding of who they are, allowing them to confidently contribute to their community" and the insight of "By knowing the boy, we are better able to prepare him for life" with our tagline of Preparing boys for life. The core areas to achieve outcomes are enhance brand, brand awareness, build engagement and embrace

digital and consolidate enrolments through building on the past successful events, PR and the numerous publications.

The College continues to have a very productive and strategic MOU with our sister school PLC. Cross

campus classes in Year 11 and 12 make both colleges a leader in educational choice through shared WACE and IB Diploma classes. The two college executives meet on a term basis to discuss areas of shared strategic benefits.

Along with our alliances with the WA Tertiary institutions, Scotch continues to innovate in the educational offerings to our boys through strong partnerships with other providers. Finally our connection and support of the Uniting Church, and their support of Scotch, is central to who we are as a college.

A major community focus for us continues to be the development of a new model of boarding which is termed Residential Life to encompass more than just a place to stay while at school. Having a boarding community is a major differentiator for Scotch and one that we continue to grow and develop. There can be no harder decision than having to send your Year 7 son to Perth to board and our role is to provide a living environment for the boys that provides support and guidance both from an academic and pastoral point of view. Some of the areas of focus for residential life are:

- Keys house, which was for boarders only, is now under transition to be a day house in three years. This is aimed at ensuring boarders are integrated across the College's 10 houses. Furthermore, a sub house system has been created within the residential community to engender a sense of belonging through a vertical residential house programme known as highlander groups based on Scottish heritage.
- Boarder numbers - 180 is our capacity but has not been at this number for some time. There are 156 for 2016 that is a good number but down 24-25 of where we would like to be to achieve maximum capacity.
- Strategic Plan - looking at what we want Residential Life to look like, getting boys at Year 7, how we are going to transition boys to good young men. Looking at preparing Year 5 and 6 boys before they start at

Scotch – providing opportunities to parent to gauge where their son is at in comparison to other boys at the same age, thus allow boys to catch up before starting at Scotch.

- Academic support provided to boarders by Academic Support teachers from Middle School.
- Post Scotch we would like to increase our contact with boys when they leave Scotch in order to enhance a sense of community.
- Our new REACH system offers online lead management system that keeps track of where boys are at all times.
- Highland dinners – boarders get together once every two weeks in Dining Hall and

have dinner together where they can mix with all year groups.

In essence the residential life programme aims to value add to the boys experience through providing a connected and caring residential life environment.

The College has experienced significant growth over the last few years and this year the WA economy saw a lot of families being transferred back overseas to their country of origin. This will make the next twelve months challenging. However, due to sound administrative, financial and corporate governance the College is in a very sound position and we look forward to further development in 2016/17.

**The Council proposes that the Synod receives the report.**



**Mr Digby Stretch**

Chair of Scotch College Council  
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July, 2016

**END**